

N.B.—The Programmes must be used in conjunction with *Home Education*  
and *Parents and Children*.

Programme 123†

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( April to July, 1932.  
Sept. to Dec., 1932, overseas. )

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

FORM I., (A. & B).

(Ages 6 to 9).

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text must be read and narrated without in-  
terruption.

#### A & B

I. Suitable stories from *Genesis*, chapters 16-33, inclusive  
(see Paterson Smyth).

Teacher may study Dr. Paterson Smyth's *Genesis* (Sampson Low, 2/-), lessons 9-16, inclusive (omitting questions), in order to bring the passages home to the children.

or, Beginners: *Bible Stories for My Grandchildren*, by  
"Lois," (Oxford Press, 3/6).

II. Suitable stories from *St. Luke's Gospel*, chapters 1-7,  
inclusive.

Teacher will find the following books useful for personal study:  
*The Little Bible* (Oxford Press, 2/6, see Appendix for Teachers and Parents). *Helps to the Study of the Bible* (new edition, Oxford Press, 8/6). *Side-Lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6).

† The 123rd term of work set since the Parents' Union School began.

#### Prayers, Hymns, etc.

**A** *The Children's Kingdom* (daily readings), by G. Watts and S. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (S.P.C.K., 9d.). *Bible Atlas* (S.P.C.K., 1/-). *The Winchester Hymn Supplement* (Warren; words and music, 3/-; words only, 6d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

#### Sunday Reading:

**A** *A Book of Golden Deeds*, by Charlotte Yonge (Nelson, 1/3), pp. 300-372. *Joan of Arc* (Nelson, 1/6). *If I lived in Africa*, by C. Hooper (E.H.P., 1/-).

**B** Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *Animals of the Bible*, illustrated, by E. E. Helme (R.T.S., 3/6). *The Book of an African Baby*, by M. Entwistle (E.H.P., 1/-).

#### Sunday Occupations:

**A & B** *The Treasure Ship Sails East*, (S.C.M., 3/6), for stories, games and occupations. *The Home of Adjai* (C.M.S., 6d.), (African hut model).

#### Writing.

**A** *New Handwriting* (which is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card); it is essential that the teacher should study instructions, (6d.).

**A** Cards 4 (small letters), 10 (capitals), and 5 (numbers and joining of letters). Two letters to be mastered each lesson. Transcribe from reading and poetry books. Write words and short sentences from dictation. New words must be visualised beforehand (see *Home Education*, pp. 240-243).

Upper I.A., write verses from memory, and occasional short narrations. Card 7 is a good model for cursive writing.

**B** Cards 4 (strokes and simple small letters) and 10 (simple capitals). One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

#### Tales.

**A** *The Pilgrim's Progress\** (Oxford Press, 3/6, or, Nelson, 1/3), Part II., from the beginning to "The Two Lions." *Tales of Troy and Greece,\** by Andrew Lang (Longmans, 5/-), pp. 201-253.

**B** Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, or, from Grimm's *Fairy Tales* (both Oxford Press, 3/6, or any complete edition). *Æsop's Fables* (Murray, 2/6): choose from pp. 37-72.

#### English History.

**A** *Our Island Story,\** by H. E. Marshall (Jack, 10/6, or, Part II., 3/8), pp. 286-341 (1485-1588). *Tales from Westminster Abbey\** (Revised Edition, 1932), by Mrs. Frewen Lord (Sampson Low, 1/6), pp. 5-44.

**B** *Our Island Story* (Jack, 10/6, or, Part I., 3/8), pp. 129-170 (1100-1208).

#### Geography.

**A** Philip's *Atlas of Comparative Geography\** (3/6). *Ambleside Geography Books, Book I.\** (1926 edition) (Kegan Paul, 2/6), lessons 39-41 inclusive; *Book II.\** (1926 edition, 3/-) pp. 42-63, inclusive, map questions to be answered before each lesson. Describe the boundaries of 3 fields; part of the course of a stream. Learn something about six places connected with recent events.

Take *The Home and Classroom Section of The Times* (Times Office direct, 6/- a year).

**B** *Ambleside Geography Books, Book I.*, lessons 6-10, inclusive. *The World and its Wonders* (Cambridge Press, 2/-), pp. 1-38 (omit questions). Learn something about six places Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand: islands, isthmuses, straits.

#### Natural History.<sup>1</sup>

**A & B** Keep a *Nature Note-Book\** (P.N.E.U. Office, 5d., see *Home Education*, pp. 54, 55), with as much out-door observation as possible. Find and name six kinds of wild flowers; watch animals, birds, insects.

Teacher will find useful: *Nature Rambles: Vol. II., Spring to Summer*; and *Nature in the Garden, Vol. I.: Early Days to Midsummer*; both by E. Step, F.L.S. (Warne, 2/6 each).

**A** *Birds of the Air\** ("Eyes and No Eyes" Series, Cassell, 1/3), pp. 44-79. *Wild Creatures of Garden and Hedge-row*, by Frances Pitt (Constable, 7/6), pp. 143-213. or, *Animal Life in Africa*, (see *Overseas* below.)

**B** *Wild Life in Woods and Fields* ("Eyes and No Eyes" Series, Cassell, 1/-), pp. 5-48. *My Animal Friendships*, by Cherry Kearton (Arrowsmith, 3/6), pp. 14-39. or, (Overseas) **A & B**, *Within the Deep\** ("Eyes and No Eyes" Series, Cassell, 1/3), pp. 44-79. *Animal Life in Africa,\** by Martin Duncan (Milford, 1/-), pp. 50-90.

#### French.<sup>2</sup> (See N.B. 4.)

The work should be *oral only*, but in Upper I.A children may write down words and short sentences.

**A** *Le Livre Rouge,\** by E. Magee (Blackie, 2/6), or, *Français par les Images\** (Dent, 1/4), six lessons a term. Learn a poem from *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).

Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9) children to narrate.

**B** *La Vie de Madame Souris* (Dent, 1/-), six lessons each term.

<sup>1</sup> Members overseas see special leaflet.

<sup>2</sup> Schools may substitute the national language.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/-), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/-).

Teacher will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Company, 2/-); with six Columbia records (6/- each, not stocked at the P.N.E.U. Office).

#### Number. (See N.B. 4.)

(*Teachers' Books are essential*). Some rapid mental work for A and B each lesson, and regular practice in tables.

A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.\* (University of London Press, Pupils' Book 10d, Teacher's Book, 2/-).

(5th term), Pupil's Book, pp. 46-55, inclusive.

(2nd term), pp. 12-23, with *Fundamental Arithmetic Cards*, Standard I., Set A or B (1/3 each), cards 4, 5, 8, and 10-13.

B (2nd term). *Step-at-a-Time Arithmetic*, Book I.\* (A. & C. Black, Pupil's Book, 7d.), pp. 14-25. (Teacher's Book, 2/-). Sums may be worked with dominoes, beans, etc., at first.

Beginners: *Number*, by Mrs. W. A. Stephens, B.Sc.(Lond.) (P.N.E.U. Office, 4d.).

#### Picture Study (see *Home Education*, pp. 307-311).

A & B Study reproductions of six pictures by Watts\* (P.N.E.U. Office, 2/- the set): see notes for teachers only in the April number of the *Parents' Review*.

#### Brushdrawing.

A & B Paintings of (a) six kinds of wild flowers; (b) six wild creatures that you have been able to watch; (c) scenes from stories taken from Reading books set.

Children should draw occasionally from memory, with brush, crayon, or chalk. *Pencils should not be much used*. See *Home Education*, page 313.

Paint-box with specially chosen colours, brush and palette, (P.N.E.U. Office, 2/6). Box of crayons (4½d.), coloured chalks, (5d.). For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each).

#### Recitations.

A & B Learn 6 consecutive verses from work set in *Genesis* and *St. Luke*. Psalm 24, or a suitable hymn. Learn a poem (each child may choose a different one).

Use one of the following: *A First Book of Poetry*, compiled by A. Woods (Macmillan, 3/-); *The Golden Staircase*, chosen by L. Chisholm, Parts I.-IV. (Nelson I. and II., 5d. each; III. and IV., 6d. each).

B (only) *The Fairy Flute*, by Rose Fyleman (Methuen, 1/6).

#### Reading.

Children should "visualise" new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A (Upper), Poetry and books used for History, Geography, and Tales. *Black Beauty*,\* by Anna Sewell (Oxford, 1/3), chapter 27 to the end.

A & B For children who can read a little: *Picture Tales from the Russian*,\* Books I. to III. (Blackwell, 1/- each). *Hassim*\* (Milford, 3½d. or 6d.). *Tales from the East*\* (Blackwell, 1/-).

B Reading taught as in *Home Education*, or, use *The Beacon Readers*, Books I.\* (10d.), and II.\* (1/-), with *Teacher's Manual* (Ginn, 1/6). For beginners, *The New Beacon Reading Cards* (1/-) and *Word Builders* (1/-), with the *Introductory Book* (9d.).

#### Holiday and Evening Reading:

A *Captain Cook* (Nelson, 1/6). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6). *Life Overseas: Australia*, by E. Young and S. C. Gilmour (Philips, 8d.).

B *Tales from the Moors and the Mountains*, by D. A. Mackenzie (Blackie, 7/6), pp. 123 to the end. *In the Beginning*, by Lady Erleigh (Nelson, 2/-). *The Children's World*, by M. S. (Fountain Press, 2/6).

A & B *The Merry-Go-Round*, a magazine for children (1/- monthly).

#### Music Appreciation.

A & B The work of Dvorák. See (a), article, and (b), the records suggested under *Our Work*, in the April *Parents' Review*.

#### Ear Training, Piano, etc.

A & B Regular lessons in ear training and sight reading.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.). *The Three R's in Music*, by Arthur Somervell (Boosey, 1/6).

*Ear Training*, by M. Chamberlain (Novello, 6/-), and *Eye Training*, by M. Chamberlain (Novello, 2/6), will be found useful. (See introduction for amount of work each term.)

*The Child Pianist* (Curwen & Son, 3/- a volume), with *Teacher's Guide* (revised edition, 7/6).

#### Singing.

See *Ear Training* and *Eye Training* above.

A & B Learn two English songs.

A *The Clarendon Song Books*, Book I. (Oxford Press, 2/6 or 3/-; words and voice parts only, 6d. or 8d.).

B For songs see *Ear Training* (above), or *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

A & B Learn two French songs (see under French).

**Drill.**

A & B Daily drill and games.

*A Hundred Children's Singing Games*, edited by F. Kidson (Bayley & Ferguson, 2/-). Folk dances: *Scandinavian Dances*, Series I. & II. (Ling Association, with instructions, 11d. each). *British Marches for Schools*, by Martin Shaw (Evans, 3/6).

A Board of Education *Syllabus of Physical Training for Schools*, 1919 (1/6); take six consecutive tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode).

**Work: Crafts, etc.**

A & B (a) Help in house or garden.

*Practical Gardening for Children*, by H. O. Marshall (S.P.C.K., 1/6).

(b) Paper modelling.

I.A & B. *Paper Cutting and Modelling*, by J. E. Tolson (Pitman, 4/-). (Omit correlated schemes). Choose suitable models from Sections I. to V.

I.B. may use *Coloured Paper Work* (Dryad, 2/-); *The World of Paper*, by Forbicchio (Willis & Co., Vol. IV., 1/3), for cut-out animals.

Toys, may be made from *Toy-Making*, by Bertha Eden (Pitman, 4/-).

(c) Sewing: make, for example, a shoe bag.

See *Pattern Making and Cutting Out*, by Mrs. E. Griffiths (Oxford Press, 4/6).

(d) Claymodelling: make six models.

*Clay Work*, by K. M. Lester (Batsford, 3/6).

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B.—Teachers will find valuable suggestions in *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

**GENERAL NOTES.**

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—The work in Form I.A. lasts for two years (ages 7 to 9). In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A might be called "Upper I.A."

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (5/-). A record of work should be kept (see leaflet H). In home school-rooms and small schools where there are children in A as well as in B, both forms may work together, except in Tales and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps. Pupils, if not at the stage indicated, must, in these subjects, either (a) begin the set book if the subject is new, or (b) continue in the set book from the point they have reached, but they will be handicapped in the future if they have not covered the full course for the Form.

N.B. 5.—Each pupil in Upper I.A should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set from "Drawing" onwards (and any others in small type) are advisable but optional.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work and Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director. The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 10 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

## Parents' National Educational Union.

### The Parents' Union School.

(Address : THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

FORM I. (A & B).

PUPILS' NAMES.....

#### Bible Lessons.

- I. 1. Tell the story of (a), Abram's Visitors, or, (b), Rebekah at the well.  
2. Tell a story about (a), Jacob and Esau, or, (b), Jacob and Rachel.
- II. 1. Tell a story about (a), Jesus as a baby, or, (b), John the Baptist.  
2. Tell the story of Jesus and (a), the healing of the leper, or, (b), the raising of the widow's son from the dead.

Beginners. Tell a Bible story you have heard this term.

#### Writing.

A Write (once only) a line of poetry from memory.  
B Write, or print (once only) :—  
    "The white owl in the belfry sits."

#### Tales.

- A 1. Tell (a), how Christiana dreamed a dream and decided to be a pilgrim, or, (b), the story you liked best in the *Pilgrim's Progress* this term.  
2. Tell a story of (a) Theseus as a boy, or, (b), Theseus in Crete.
- B 1. Tell (a), a short Fairy story, or, (b), one long, or two short *Æsop's Fables*.

**History.**

A 1. Tell the story of (a), "a make-believe prince," or, (b), Henry VIII. and Wolsey.  
2. Tell the story of (a), Lady Jane Grey, or, (b), How Princess Elizabeth became a prisoner.  
3. Tell what you know about (a), the building of Westminster Abbey, or, (b), Lord Shaftesbury and his work.  
B 1. Tell the story of (a), Queen Matilda, or, (b), Gilbert and Rokesia.  
2. Tell a story about (b), Thomas à Becket, or, (b), Richard Cœur de Lion.

**Geography.**

A 1. What is (a), an ocean, (b), a peninsula, (c), a gulf? On a map of the world find one of each and write down the names,  
2. (a), What would you like to see if you went to "The Principality (Wales)?" or, (b), Tell what is to be seen from the top of Bardon Hill in Leicestershire.  
3. Tell all you know about (a), the course of a stream which you have seen, or, (b), a place connected with recent events.  
B 1. Tell (a), about the sun's family, or, (b), why it is not always daylight.  
2. Name some of the countries in the British Empire. Tell what you can about one of them.

**Natural History.**

A 1. Write the names of (a), four birds that spend the winter out of England, (b), four that you can feed in winter. Say all you can about one in each list.  
2. Tell (a), about the home of "the little gentleman in the black velvet coat," or, (b), a story about "Samuel Whiskers." Draw a picture if you can.  
B 1. Tell what you know about (a), the skylark, or, (b), ants and their home.  
2. Tell a story about (a), Timmy the rat, or, (b), Chuey the Cheetah.

**Overseas (A & B).**

1. Tell what you know about (a), a sea-horse, or, (b), some of the ways in which sea-creatures "play" at hide-and-seek.  
2. Tell what you know about (a), the African Elephant, or, (b), the Giraffe.

**French (Oral only.)**

A Children (a), tell about a picture, (b), make three new sentences, (c), recite a poem.  
B Say six sentences, or, answer six questions in French about a picture.

**Number. (All working must be shown and answer clearly stated.)**

A (5th Term). 1. Which will cost more, 29 plants at 8d. each, or 28 plants at 9d. each? What is the difference in cost?  
2. A bus-conductor collected 49 penny fares, 26 two-penny fares, 18 three-penny fares, and 12 four-penny fares, in an hour. How many pennies did he get?  
3. A car travels steadily for 7 hours at 45 miles an hour, it then turns round and comes back 15 miles. How far will it now be from its starting point?  
A (2nd Term). 1. In a school with 405 children there were 177 boys. How many girls were there?  
2. Add together 1s. 6d., 5s. 11 $\frac{3}{4}$ d., and 2s. 8 $\frac{1}{4}$ d.  
3. A boy had 5s.. He bought a book for 1s. 2d. and some sweets for 4 $\frac{1}{2}$ d. How much had he left?  
B (2nd Term). 1. Mary picked 24 cowslip-heads and then 17. She gave 8 to her little brother; how many did she keep?  
2. How many ears have 29 elephants?  
3. 54 books are to be made into parcels with 3 books in each. How many parcels will there be?

**Picture Study.**

A & B. Tell what you can about "Una and the Red Cross Knight," by Watts.  
*(Another picture by Watts may be described if this one was not studied).*

**Brushdrawing. (All work to be done with brush and in colour.)**

1. Make a picture, giving it a name, of one of the stories (from books set) that you have enjoyed this term.  
2. (a), A wild flower (from the object), or, (b), an animal you have watched (from memory).

**Recitations.**

Father to choose a hymn, a poem, and two passages from the Bible lessons.

**Reading.**

Father to choose unseen passage.

**Music.**

Examine in work done and report progress.

**Singing.**

Father to choose an English and a French song, and two tonic sol-fa exercises.

**Drill.**

Drill, before parents.

**Work, Crafts, etc.**

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

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**The Summer Examination is optional.**— Parents and Teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

N.B.— OVERSEAS MEMBERS may send in written work for examination at the end of *any two terms* in the year.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.